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GOVERNMENT LIBRARIES AND PERSONNEL

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I. PRESENT POSITION

(a) *General.* For the purposes of this article and for fear of landing perhaps on uncertain ground, I shall avoid giving statistics of the size of the book collections in the various libraries. This, however, can be said: practically every Department of State has a library, no matter how small. In the following Departments the libraries are in charge of a full-time librarian with one or more assistants in some cases:—

Department of Agriculture and Forestry
Department of Union Education
Department of External Affairs
Department of Labour
Department of Commerce
Department of Public Health
Department of Justice
Department of Irrigation
Meteorological Office
Office of Census and Statistics
Department of Posts and Telegraphs
Department of Mines
Geological Survey
Department of Native Affairs
Department of Public Works
Department of Defence

Mention should also be made of the following, although they do not strictly fall under the Union Government authority in the same sense as the departmental libraries listed above:—

The Library of Parliament in Cape Town with its very fine collection of Africana and books on social, economic, political, and legislative subjects; the efficient S.A. Railways and Harbours Technical Library in Johannesburg and at some of the larger centres; the libraries of the Provincial Administrations and Provincial Education Departments, which give good service in some of the provinces.

(b) *Department of Agriculture and Forestry.* Special mention must be made of the library organization in this Department, especially as the book collection is not completely concentrated in one central library. In view of the organization of the Department, with Divisions scattered about in Pretoria, and Agricultural Colleges, Experiment

Stations, and Laboratories in every one of the four provinces, it has for obvious reasons become necessary to decentralize the book collection. Hence, most of these Divisions and some of these Agricultural Colleges and Research Institutions have a full-time librarian in charge.

The largest and most important of these Divisional libraries are those of the Divisions of Veterinary Services at Onderstepoort, Botany and Plant Pathology, Chemical Services, Forestry, and the Stellenbosch-Elsenburg College of Agriculture.

Besides serving the Department as a whole, the Main Library has for the past 28 years extended its membership facilities to individual farmers, farmers' associations, and country schools.

(c) *Department of Union Education.* The only other library, as far as I am aware, which also serves individuals or groups outside the particular Department, is that of the Union Department of Education. This library is a young but growing institution and has been fortunate in receiving certain moneys from the Carnegie Corporation and the National Advisory Council for Physical Education for the purchase of books. It has a qualified librarian in charge with four additional members on the staff.

(d) *Co-ordination and Control.* The first outstanding factor in regard to the Departmental libraries is their number. In the beginning of this article a list of the *more important* Government libraries was given. There are, however, many more—in fact every Department has for all practical purposes a “book collection”—but the requirements are such that the services of a full-time assistant are not essential.

There is at present no central control whatsoever in the purchase of books, no co-ordination and no uniform system of classification and cataloguing. There is no union catalogue for the books in the Government Departments. In fact, only a few of the larger libraries have catalogues worthy of any mention, and the difficulties encountered in

making the literature available, when required, can well be appreciated.

In some cases, where only one publication may be available on a certain subject, it causes a great deal of unnecessary trouble and waste of time to trace the whereabouts of the publication in the particular Department. Sometimes, too, more than one Department may purchase the same book, while, actually, one copy would be sufficient, and the money thus saved could be utilized for the purchase of another often more important publication.

(e) *Grading and Salaries.* Unlike the Archivists, Archaeologists, Astronomers, and Translators, Librarians in the Government Service have not yet been recognized as a "Group". There is no uniformity of grading with corresponding scales of salary. There is, therefore, very limited scope for promotion, and libraries in the Service are consequently handicapped in their efforts to secure fully qualified personnel.

The following are some of the gradings and salaries for librarians on the permanent staff:—

| | |
|---|---------------------------|
| Professional Higher | £500 x 25 - 700 |
| Professional Higher | 500 x 25 - 600 |
| Professional Lower | 400 x 20 - 500 |
| Professional Lower | 200 x 20 - 400 |
| Professional Lower | 240 x 15 - 300 |
| Professional Lower | 200 x 15 - 300 |
| Technical Assistant, Grade III | 140 x 15 - 200 |
| Clerical Assistant, 1st Grade, Woman | 200 x 20 - 300 |
| Lay Assistant | 108 x 12 - 120 x 15 - 180 |

(f) *Qualifications.* So far, no minimum qualification, academic or professional, has been laid down, and qualifications vary between Bachelor's degrees, Fellows of the Library Association (England), and non-matriculated Lay Assistants.

II. SUGGESTED REQUIREMENTS

(a) *General.* Libraries can be run satisfactorily only by qualified and experienced men and women. Large sums of money have been and are still being expended on libraries and the Government should see to it that it gets the best return from this investment. The value of libraries should nevertheless not be measured in terms of £. s. d. alone—their spiritual value to the nation, the honour of the country, these are factors which count most.

The Government libraries will give much better service to the nation and particularly to those officers who have to make use of them, in the performance of their duties, if the qualifications, salaries, and general standards of the library group are raised.

(b) *Qualifications.* Librarians will agitate in vain for improvement of salaries if, on their part, they do not agree to minimum standards of qualification. It is my earnest opinion that the librarians in the largest Departmental libraries should be in possession of a Bachelor's degree and professional qualifications equal to the full Diploma.

The minimum academic qualification for a librarian in charge of a smaller Departmental library, a Divisional or larger Agricultural College library, should be matriculation. Furthermore, the officer should be an Associate of the S.A. Library Association (or possess an equivalent qualification) with at least two years' experience in a recognized library. Should any change-over to the present suggested qualification requirements take place, the experience of the present librarians will, of course, have to be taken into consideration.

(c) *Grading of Staff.* In order to facilitate recruitment of the correct type of qualified candidates and to provide a reasonable prospect of advancement for officers engaged solely on library duties, suitable gradings and salaries should be instituted, especially as promotion to clerical and administrative posts in the Service is out of the question.

Any unbiased thinker will agree that library work is of a "special" nature and the officers engaged on library work merit the same recognition as those engaged in translation and archive duties. The grading and salaries for Librarians should, therefore, conform to those of the Translators and Archivists. Taking that as a basis the following would be the only fair gradings and salaries¹:—

| | |
|---------------------------------------|--|
| Chief Librarian (Higher Technical) | £900 x 30 - 1050 |
| Assistant Chief Librarian (H.T.) | 800 x 25 - 900 |
| Senior Librarians (H.T.) | 700 x 25 - 800 |
| Librarians (H.T.) | 500 x 25 - 700 |
| Assistant Librarians (Lower T.) | 250 x 25 - 300 x 20 - 500 |
| Library Assistants (L.T.) | (a) 200 x 20 - 400 (b) 200 x 20 - 300 (c) 140 x 15 - 300 |
| Clerical Assistants | 120 x 12½ - 170 x 15 - 200 |
| Messengers | 60 x 12 - 120 |

(d) *Grading of Libraries.* All the library officials in the Government Service should be considered as one complete group—like the translators and

¹ I am not opposed to equal pay for equal work as regards men and women, provided that, in addition to the "standard" salary attached to each post, "family" salaries are also instituted.

archivists, *et al.*— and should be under the co-ordinating control of the Chief Librarian. The librarian in charge of a Departmental library should fall under the direct control of the Departmental Chief, but should for obvious reasons also be under the control of the Chief Librarian. That is the case to-day with the translators, many of whom are decentralized in the various Departments. It is also the case with the professional officers stationed at the various agricultural colleges or experiment stations. There is no reason why this cannot also be made applicable to librarians scattered about in the various Departments of State.

The various Departmental and other libraries should also be graded according to size and importance, and promotion from one library to the other should be governed by this grading. In this manner there will be ample scope for promotion for every librarian and library assistant provided, of course, he is qualified and performs his work satisfactorily. The State will thereby gain immensely.

(e) *Centralization and Control.* At present, nearly every Department and every Division has a library. It should be considered whether it will not be in the interest of all concerned if some of these institutions are fused into one, especially in the case of those situated in one building.

Although the suggested scheme of grading and salaries is, to be successful, not entirely dependent on centralized control, many advantages would to my mind accrue therefrom. Centralized control

will avoid unnecessary duplication and create a system of uniformity and co-operation. It will form the nucleus of a union catalogue for all the Government libraries throughout the country, thereby making it possible to trace any publication immediately in any of the libraries. Such a centralized service will ensure a considerable saving of money and will give much better service. It will possibly have to attend to the ordering of all the books for all the Departments and thereby prevent overlapping. It might be required to do the cataloguing of all publications and ensure that cards are filed in respect of every book acquired. If it does not perform all the cataloguing itself, it will be required to ensure that such work is performed satisfactorily elsewhere and that the necessary cards for the union catalogue are submitted. It might possibly also have to take charge of the exchange and mailing list for Government Departments.

(f) *Conclusion.* While all sections of the population are considering their position in the light of post-war reconstruction, it can only be to the benefit of the profession if the library group in the Service also puts its case forward. The first step must be to give evidence before the Public Service Investigation Commission recently appointed. Our hands will be greatly strengthened if our Library Association also takes a hand in this matter. Any good lead taken by the Government will tend to stimulate improvement of the lot of our fellow workers outside the Service.

Extracts from *Readers' news*, 7 (1) 1 and 7, June 1944

"Perhaps the most wonderful of all thoughts, except those of love under certain very especial circumstances, are the thoughts that come to us when we have been reading some particularly thrilling book and then stop for a second to observe the shadows on the hills, or to look out upon the lights of the streets, or to gaze down at the sea. For some reason or other the effect of long absorption in reading—and let parents and authorities of all kinds note this well—is to purge the mind of annoying and teasing thoughts and to leave us amiable, genial, benevolent. It is a wicked thing that so few of the proletariat have leisure to read for as long as they want."

John Cowper Powys, in *The Meaning of culture* (Cape).

"When will men understand that the reading of great books is a faculty to be acquired, not a natural gift, at

least not to those who are spoiled by our current education and habits of life? An insatiable appetite for new novels makes it as hard to read a masterpiece as it seems to a Parisian boulevardier to live in a quiet country. Until a man can enjoy a draft of clear water his taste is in an unwholesome state."

Frederic Harrison on *The Choice of books*.

If teachers could make children realize that the delight of being alone in a bed-sitting room, with an alert, well-trained, and well-stocked mind and a book, is greater than that of owning yachts and race horses . . . if they could do this, the teachers, I think, would have solved the central problem of humanity."

Clive Bell in *Civilization*.

AFRICANA NOTES AND QUERIES

Africa: *journal of the International Institute of African Languages and Cultures*, which was suspended after v. 13, no. 4, Oct. 1940, has resumed publication with v. 14, no. 1, Jan. 1943. (Cf. *S.A.L.* 10 (2) 30, Oct. 1942).

Fynn Diary. Mrs. Stuart, widow of Mr. James Stuart, a former Commissioner of Native Affairs for Natal, who died in 1942, has handed over to the High Commissioner for the Union in London a chest of documents which had been in possession of Mr. Stuart. He had directed in his will that these be offered to the Van Riebeeck Society.

The documents include administrative papers and letters of the early forms of Government in Natal. The most important item is the diary of Henry Francis Fynn, at one time counsellor to Chaka and later to Dingaan. There are 111 sections of the diary, carefully annotated by Mr. Stuart from the result of researches at the British Museum and among the records of the Church Missionary Society. The documents are to remain in London until transport conditions are safe, when they will be sent to the Van Riebeeck Society for editing and publication. (See reports in *The Star* of 17. and 31. May 1944, and a long article by Professor Eric Walker in the issue of 19. August of the same paper).

Haggard, Sir Henry Rider. The New South Africa, by H. Rider Haggard [i.e. William Adolf Baillie-Grohman]. Copyright, 1900, in the U.S. and Great Britain by C. Arthur Pearson, Ltd.

In *The Papers of the Bibliographical Society of America*, 38: 63-65, First quarter, 1944, J. E. Scott discusses the authorship of the above pamphlet. There are copies of the pamphlet in both the British Museum and the Library of Congress, and it is included, on the evidence of the title-page, in George L. McKay's *Bibliography of the writings of Sir Rider Haggard*, 1930. The writer of the note adduces evidence to prove that the pamphlet was not written by Sir Rider Haggard but by Baillie-Grohman. The pamphlet does not, in fact, deal with Africa at all, but with hunting in America! It would appear that the covers for a projected series of articles by Rider Haggard—which were never written—were inadvertently attached to a pamphlet by Baillie-Grohman.

Orpen, J. M. *Reminiscences of my life in South Africa.* Though Theal mentions that "The second volume is to follow", it appears that this was never published. Miss Killie Campbell, of Durban, has recently discovered in the offices of the *Daily news* some further reminiscences which, presumably, were intended to form the second volume. Miss Campbell has had a few copies made, and has kindly presented one to the Durban Municipal Library, and one to the University of the Witwatersrand Library.

The last chapter of the supposed Volume 2 says that it is to be continued, but Miss Campbell has not yet succeeded in finding anything further.

Trichardt's Diary. The diary of Louis Trichardt, the Voortrekker who died at Lourenço Marques, which for many years past has been in the Transvaal Museum in Pretoria, has now been taken to the Union Archives. Complete photostatic copies have, however, been made, and will shortly be exhibited at the museum. Other copies are available there for students.

The diary, written in a good hand in high Dutch, begins on the trek in the Cape in 1835, and the last entry is in April 1838. The vocabulary and tone of the diary indicate that Louis Trichardt was a man of breeding and culture.

In an interview in Pretoria, the director of the Transvaal Museum, Mr. J. Swierstra, said the original diary, which had been kept in a safe at the museum, could not be handled any longer. Torn, faded and dilapidated, and in the past studied by many historians, the diary could not be publicly exhibited. The photostatic copies, however, are excellent ones.

The only public edition of the diary is that edited by the late Dr. Gustav Preller, although references to it with short extracts have been made by several writers, including Mr. Claude Fuller and Dr. Manfred Nathan in his history of the trek.

In his foreword to the diary, Dr. Preller tells of its adventures from the time that Trichardt died at Lourenço Marques in 1838. After his death the two volumes of the diary were taken to Natal by his two sons, Piet and Louis. Piet had the first volume and Louis the second. Little was known of the diary for many years and even the elder brother of Piet and Louis—Carolus—knew nothing of its whereabouts.

In 1891, Dr. Leyds was able to get Louis's volume for the State Museum in Pretoria. In that year, just before his death, Louis wrote to Commandant Stephanus Trichardt (the son of Carolus) at Maritzburg, mentioning the diary. In September 1892, the late Mr. J. de V. Roos had a copy made and the diary was referred to in both English and Dutch newspapers. Up to this time it was only the second volume that was actually known to be in existence. But in 1894, at the opening of the railway from Pretoria to Delagoa Bay the subject of Louis Trichardt and his diary was once again a topical one, and Mr. J. Bergsma, of Rustenburg, came forward with the copy of the first volume which finally joined its fellow in the Transvaal Museum. Dr. F. V. Engelenburg, a former editor of *Die Volkstem*, was the third person to make a copy of the diary. Although the diary proper does not start until about 1835, there are many notes made from 1831 onwards. Quotations from the Bible and other sources, notes concerning medical matters, references to members of his family and a list of his debtors are included in the earlier entries. (*The Star*, 30. June 1944).

Typography in South Africa. *The South African typographical journal* announces a series of articles under the caption "Towards better typography", to be supplied by members of the newly-formed Imprint Society. The first article: "Craft or trade?" by L. A. Motler, appears in v. 46, no. 546, p. 24-25, Aug. 1944.

LIBRARY INSTRUCTION FOR UNIVERSITY STUDENTS

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If I need make any apology for a topic which would seem to concern directly a minority of librarians, I would like to point out that it is one which affects not only university libraries but public and special as well in most of the larger centres. There are, one can say with authority, between ten and eleven thousand university students in South Africa, that is over ten thousand people who are *obliged* to read and who are potential users of their local public libraries as well as of their own institutional ones. Reference assistants will readily agree, I know, that in spite of a supposed higher standard of education the inquiring student can appear appallingly stupid and cause a deal more trouble in the public library than the simpler soul. It is natural, therefore, that librarians should be concerned with instruction in the use of libraries for this very important group of readers—instruction in getting the most out of the great resources of libraries with the least unnecessary trouble to the library staffs. Many students enter a university or college with no knowledge whatever of a card catalogue, a system of classification, or any work of reference beyond a dictionary and a directory. Examples are only too common and need hardly be quoted. A student at Cape Town recently asked for assistance in tracing a work of Quiller-Couch's; she explained she had found him in the catalogue but that the only number on the card was 1863 and she *supposed* that must be a date. It was a cross-reference she had found:—

Couch, Sir Arthur Thomas Quiller- *see*
Quiller-Couch, Sir Arthur Thomas, 1863—

She was quite unable to understand this common adjunct to a card catalogue.

But these students are not the only problem; the post-graduate and research students are a serious one too. Master's degree and even Ph.D. candidates are often pathetically ignorant of the bibliography of their chosen field and of methods to investigate it. Oxford University, I understand, requires prospective Ph.D.'s to pass a preliminary examination in bibliographical method. Such a stipulation would be a welcome measure here.

Further, what of the students who never come near the library? Our figures at the University of Cape Town show that in the year 1943, 14.7 per cent of the student body did not trouble to register

in the library at all. Of course they borrow their friends' books, but those are offset by the number who register but who we have good reason to believe never use their tickets. Undoubtedly many of these unknown students have no desire to use books at all, for it is regrettably possible to pass some examinations on lecture notes alone. But may not others keep away because the complications of the system terrify them as they often do the timorous soul in the public library—one has every sympathy with them—and would they not look differently on the library if they had some real idea of its advantages? This question is, of course, bound up with school education and home influence and much has already been written on the subject elsewhere. Nevertheless I do contend that a university is not absolved from all responsibility in this respect and that, if it is to prove something more than a technical college, stress must be laid on the importance of general reading outside the syllabus in connexion with the many extra-curricular activities which are so valuable to the students' experience and in which many only find their feet during their university career, and also for general intellectual background.

I do not wish to suggest that all the difficulties and shortcomings of the student are self-emancipating; the academic staff is in no small way responsible for much of them and to a lesser degree the library staff. Professor Carter Alexander who holds the position of "library professor" at Teachers College, Columbia University, has given us very clearly an account of what he calls the "blind spots" in using library materials: firstly in the faculty, secondly in the students, and finally in librarians.¹ The professor, he complains, often has no conception of the types of library experience he intends to give his students, in other words he does not show them how to read. This is allied to the next point which is that he does not realize what students can and cannot do with library materials and sets them inhuman tasks to perform. Thirdly, the stimulus to use the library is poor or non-existent. American professors may be guiltier than ours of inhuman assignments, and I think they are, but there are undoubtedly some of the older school who in response to a query wave a hand vaguely with "Oh, you'll find it in the library", and leave it at that. The "reserved book system" has indeed simplified matters

considerably for both staff and student, but the result both here and in America² does little to improve the student's general ability to read and to understand the library, since he makes straight for the few shelves where the books specifically recommended for his particular essay are reserved and is quite unable to glean what is profitable to him outside them. This is particularly noticeable in part-time students whose visits to the library are brief. Professor Alexander's next blind spot is the failure of the student to understand the resources of the library and to realize that special knowledge, obtainable by *his own effort*, is necessary in order to do so. The final blind spot is lack of co-operation with the library staff, which we may take to cover adherence to regulations and respect for the material of which he makes use.

Thus is the problem stated. It has received considerable attention in the United States during the last fifteen years, and even British librarians, slower to rush into print than their American colleagues, have not been silent. The ASLIB conference in 1936 welcomed several papers on the subject from America³ and discussed it again as late as 1942.⁴ On the former occasion it was remarked that 65 per cent of British universities did give some library instruction, amount unspecified. What do we do here in South Africa?

Firstly there is a general introductory lecture given by the Librarian and attended by all freshmen, probably under compulsion, but quite possibly missed by some. This can of course do little more than explain the library regulations and geography and indicate the general method of obtaining the book you want. It will be followed on successive days by conducted tours for those who wish them and every student on registering will receive an explanatory leaflet. Individual assistance, most profitable in Professor Alexander's eyes, will naturally form part of the staff's daily duties. Some lecturers—the number is very small—will actually bring the whole of their first year class in for instruction either by the library staff or themselves, a highly commendable practice.

All these modes of instruction are valuable and indispensable, but while many students will find them adequate they do not go far enough. Two categories at least, the shy and the lazy, are liable to be missed entirely by conducted tours or individual assistance as they will ask for neither. The solution is a properly organized course of instruction, forming a compulsory part of the first year and related as closely as possible to the student's work. There should be a more specialized and technical course for post-graduate and some

final-year students laying stress on bibliographical method. The elementary course should include lectures on:—

1. Regulations.
2. Physical make-up and care of books, classification and location of material.
3. Reference books, including the interpretation and writing of bibliographical references.
4. How to study.
5. (Optional) Books and printing.

All authorities are agreed on these subjects with only slight variation, some recommending actual compilation of bibliographies by the student, and, with the exception of no. 4, it is accepted that the library rather than the academic staff should be responsible for the instruction. Length of course varies from one lecture to as many as seven hours in the first term, and it is there that a real difficulty must be admitted—time. I shall return to it later. A survey of some of the courses in operation overseas, however, will give us an idea of what is possible where staff and funds permit.

The University of California, a very large institution,^{5a} runs a freshman course containing the subjects outlined above and keeps a duplicate set of reference books for class use so that those on the open shelves will not be out of use for others. It is a general course of two lectures per week for a term and the contention is that the student will soon find which are the most useful bibliographical aids for his own subjects without the need of specialization. At Union College, Schenectady (846 students),⁶ however, separate instruction in subject bibliography for arts and science students is considered essential, but it is not thought possible nor worth while to deal with all students, and thus a course, general in other respects, is provided for the select few who show particular promise. This would seem to be an unfortunate and unfair measure for obvious reasons, but it is one no doubt forced by circumstances.

Rochester University (3,200 students),⁷ has an admirable institution in a "sub-freshman" week before the beginning of term. Lectures are given by various members of the university staff, including the Librarian, introducing the university and calculated to help the freshman in his future studies and activities. The Librarian, in discussing this practice, however, admits that such a period of concentrated advice is not ideal for library instruction and that after the third day the student has had as much as he can very well bear. More

reliance is placed on personal guidance later and on a regular academic course called Rhetoric I which, while not conducted from the Library, includes an outline of cataloguing and classification and of reference material.

This course in some respects corresponds to the Communications class which is compulsory for all students at Stephens College, Columbia, Missouri, a college for women (1,530 students), whose Librarian, Mr. B. Lamar Johnson, has superintended some of the most interesting college library "extension schemes" hitherto attempted, most of which, however, do not come within the scope of this paper.⁸ Integration of library use and class instruction is a feature of the Stephens College system, and it is ensured that lecturers give and are competent to give library instruction as a natural part of their courses. This is in addition to the above-mentioned Communications course which describes the general principles of classification, documentation, and so forth, with the active help of the library staff. Students are required to write term papers with extensive bibliographies in subjects in which they are interested, by way of examination.

At Rutgers University (6,500 students),⁹ seven hours' practical instruction is given per week during the first term, and, what is particularly notable, a pass in the final test is obligatory.

The above are all examples of undergraduate instruction, though, as I have already mentioned, post-graduate is equally important and is certainly more likely to find favour with the authorities. The only English example of which I am able to find details is in this field, that of the London School of Hygiene and Tropical Medicine, a small post-graduate institution of some 200 students.¹⁰ There newcomers receive three lectures illustrated by lantern slides:—

1. A description of contents and arrangement of the library, classification, and cataloguing, concluding with a conducted tour.
2. The examination of reference books, abstracts, periodical indexes, etc.
3. Compilation of bibliographies and abbreviation of periodical titles.

Dr. Barnard, the Librarian, regrets that in the case of some students their course is so full that one lecture must suffice.

Another much larger graduate institution to be mentioned is Teachers' College, Columbia University.¹¹ Here they have no fewer than four Library consultants of which three are librarians and one an educationalist. In addition to their

acting as of consultants they give introductory lectures and hold meetings with special classes. Full cognizance is naturally taken of the particular value of library training to the teacher. Credit courses are actually offered in elementary methods of library research and in library materials necessary for the directed study of history. Doubtless other subjects have been added since the date of my authority. For doctoral candidates there are more advanced courses in location of educational information and data, methods of educational research, and bibliographical research in special areas of education.

These are but a few instances demonstrating the value placed on library instruction by some universities.

Summing up the various schemes outlined above, and making allowances for the comparative smallness of our own universities and colleges and their library staffs on whom must fall the brunt, I would recommend a tentative course of four weekly lectures, possibly extended to five, for first-year students—and any others for whom there is room!—as follows:—

1. Regulations. Physical form and care of books, classification and location of material, which must needs explain the salient points of the card catalogue.
2. Reference books (dictionaries, directories, encyclopaedias, yearbooks). I do not include bibliographies, abstracts, and indexes as very few first-year students require to use them.
3. How to study. To be given by a member of the academic staff. This should include, as at Stephens College, a course in silent reading.
4. Books and printing — history and art. (Attendance optional).

These lectures should, with the exception of no. 4 maintain a close relation with student requirements and not diverge into purely librarianship channels and there should be plenty of practical examples. I am tempted to make no. 4 compulsory too as I am convinced that better understanding in this sphere would lead to more care and consideration for library property from those in whom this quality has not been instilled at an earlier age.

It is clear on practical acquaintance with their requirements that by the time a student reaches his third or fourth year further instruction, unnecessary in his first year, will be of value. As I said above, few freshmen have recourse to

periodicals in connexion with their work in our universities—it may be different in the United States—while final-year engineering students most certainly must. Consequently a special lecture on periodical indexes, abstracts, and bibliographical references is definitely recommended for those final-year students who need them.

In the post-graduate department specialized courses seem essential, and after a general "refresher course" on classification, the catalogue and location of books, primarily for the benefit of the research students from other universities that most institutions welcome, I would suggest that two parallel courses of at least three lectures each be given. Briefly these parallel courses, specializing in the two main fields of study and research—arts and science—may consist of:—

1. Principal reference books, periodical indexes, bibliographies, and abstracts for science students.
2. Periodicals and government publications, the latter being of particular importance to the social scientist.
3. Compilation of bibliographies and the abbreviation of periodicals titles, the latter being more important than one would at first imagine.
4. Bibliography, analytical and historical, for students of history and literature.

These courses are not intended to be by any means exhaustive. In specialist institutions, such as the ones mentioned—schools of architecture, engineering and so forth—specialist courses, even more specific than the above, are to be expected and their own librarians will be best able to plan them. Nor should it be assumed that I expect all graduates to be equally in need of this instruction; many are not. Others may resent the implication that they do not know their business, so I think that attendance at these advanced courses should not be declared compulsory but should rather be recommended by promoters, with whom there should be the fullest co-operation.

As I have already intimated, the question of time is likely to prove a major problem. In America the hours appear to be wrenched in most cases from reluctant English professors, which is no solution where English is not an obligatory subject. In any case it should be our duty to keep on as good terms as possible with the academic staff and few of its members will regard an innovation very favourably if it absorbs their lecture times. Afternoons are generally taken up with practical work. In the face of these difficulties I can offer no other

suggestion than that each institution must work out its time-table to include these lectures during the first term. Some larger universities may quite easily find it necessary to stagger the course for the sake of numbers.

Another medium of library instruction on which I have only just touched is the Handbook. Most universities and colleges issue an introductory pamphlet of some kind, outlining the classification, methods of obtaining a book, and services offered, few of them making any pretence at thorough instruction. That each institution should go to the labour and expense of producing its own detailed guide for students is of course rarely necessary as several admirable ones exist, applicable to most conditions. As an example I will mention Ella V. Aldrich's *Using books and libraries*,¹² originally compiled for Louisiana State University but revised for general use. It contains chapters on the Book, Classification, the Card catalogue, Indexes, Dictionaries, Encyclopaedias, Yearbooks, History and social sciences, Biographical dictionaries, Literature, and Making a bibliography. It is graphically illustrated and would admirably supplement a course of lectures. A guide by itself will only half succeed as so many will not take the trouble to read it, however lucid and attractive it may be. Anyone who is interested in the special requirements of a library handbook will find G. R. Lyle's article in the *A.L.A. Bulletin* for May 1938 particularly valuable.¹³

Most of us in South African university and college libraries are too concerned with daily administration and routine to be able to give much thought to what the hundreds of students we see every day are actually being taught. There is reason to believe, however, that in course of time, as the library profession grows in prestige and the number of qualified librarians increases, we shall play a more and more important part in higher education, and this even precluding the appointment of specialists for instructional purposes only. Dr. Peyton Hurt of California University, wrote ten years ago:—

"It is highly significant that this step to offer instruction in library use and general bibliography comes at the very time that the University . . . is inaugurating an independent-study plan under which students are permitted to take examinations for credit in subjects in which they have received no formal instruction. If other institutions proceed in this direction, it is likely that, in future, colleges and universities will offer more instruction in use of the

library and less instruction in particular subjects; it is likely that there will be more independent use of the library and less assigned reading."⁵

American methods are often very different from ours and maybe Dr. Hurt exaggerated even for America, but it is nevertheless a possibility to be borne in mind.

We are all familiar with the motto of the American Library Association: "The right book for the right person at the right time"; it can well be our inspiration here. Librarianship must always be the intermediary between documentation on the one hand and learning and execution on the other, and I hope I have shown that the bridge it constructs in the university must, like all modern

bridges, be built out from both sides at the same time, and this can only be done effectively by those on each side knowing the principles of bridge-building. In other words, there must be effort on behalf of both librarians and students to achieve the best results and one of the most important objects of this effort must be a thorough understanding of library methods through systematic instruction.

(The meeting at which the above paper was read expressed the hope that other universities and colleges would submit an outline of their practice in this important field, so that a survey might be made. The Hon. Editor has pleasure in inviting university and college librarians to co-operate).

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PERSONALIA

BEYERS—Dr. C. Beyers, Ass. Chief Archivist of the Union, has succeeded Lt.-Col. C. Graham Botha as Chief Archivist. His headquarters will remain in Pretoria.

BIGGS—Miss R. M. C. Biggs, Librarian of the Transvaal Education Department, to be Assistant to the Library Organizer of the Transvaal Province.

BOTHA—Lt.-Col. C. Graham Botha, Chief Archivist of the Union, retired on 14. August after 25 years in charge of South African Archives.

DAVIES—Mr. W. Ll. Davies, M.A., F.L.A., Librarian of the National Library of Wales, was created a Knight Bachelor in the recent Birthday Honours.

HELLMAN—Mrs. M. W. Hellman (née Shilling) has been appointed Librarian of the South African Native College, Fort Hare, for the duration.

MCCALL—Miss J. McCall, Librarian and Warden of the Women's Hostel at the South African Native College, Fort Hare, since 1935, has resigned on account of ill health and has returned to Scotland for medical treatment.

MILES—Miss C. Miles, B.A., F.S.A.L.A., Assistant at the Johannesburg Public Library, to be Librarian of the Pretoria-Nylstroom Regional Library.

NEWCOMBE—Col. L. Newcombe, T.D., M.A., Lit.D., F.L.A., Librarian of the National Central Library, London, was awarded the C.B.E. in the recent Birthday Honours.

ROBINSON—Mr. H. M. Robinson, B.A., Assistant at the Pretoria University Library, to be Librarian of the Witbank-Lydenburg Regional Library.

SLATER—Mr. William Lutley Slater, who was Director of the South African Museum, Cape Town, from 1896 to 1906, has been killed by enemy action. He was in his 81st year. Mr. Slater, who lived in London, was a well-known zoologist and was president of the British Ornithologists' Union from 1928 to 1933. He was the author of many scientific works, including books on the mammals and birds of South Africa. He was honorary secretary of the Royal Geographical Society.

TEALE—Miss B. Teale has retired from the staff of the Bloemfontein Public Library after 17 years' service.

TOEREN—Mr. B. J. Toerien, B.A., Certificate of the University of Cape Town School of Librarianship, has been appointed to the staff of the Union Catalogue at the State Library.

VENTER—Dr. P. J. Venter, Archivist at Pietermaritzburg, has succeeded Dr. C. Beyers, as Assistant Chief Archivist, and is taking charge at Cape Town.

WHITELEY—Miss M. W. Whiteley, of the staff of the South African Public Library, has been appointed to the staff of the Reference Department at the Johannesburg Public Library.

THE FUNCTIONS OF A UNIVERSITY PRESS IN SOUTH AFRICA

S. A. MORLEY

Is there a need for true university presses in South Africa? The author of this article thinks there is, and will try to justify his attitude by briefly explaining the various factors that have led him to this conclusion.

In Great Britain and the United States, university publishing and printing have grown in importance and scope during the period between the two world wars. More and more, university presses have become the channels through which the results of research in the fields of art and science reach the world. As in many other ways, so in this matter South Africa is lagging behind. There are, it is true, short lists of books published under the imprint of one or other of our universities, but some of the items on these lists have had to be printed overseas for want of local printers capable of dealing with such work.

The comparatively few books produced in this country can scarcely have done much to enhance the reputation of South Africa for scholarly and competently designed book-printing. Many books written by South Africans have been published elsewhere, often with the result of depriving our country of the credit due to the distinguished work of its authors and scholars.

Let us state it boldly: there have not yet been laid the foundations on which a tradition of printing that is sound both in scholarship and design can grow. And good printing is of the essence of scientific and literary progress. There is a vast difference between a book in which careful attention has been given to every detail of its design—down to such seemingly trivial matters as running headlines and the proportion of its margins—and something consisting of so many lines of ill-set, ill-chosen type assembled into pages, printed anyhow, and bound so as merely to hide or increase the ugliness between the boards.

Conscientious design in book production should not be confused with self-conscious typography; on the contrary, it is in effacing itself that planning reaches perfection. If the author's message were to be spoken instead of printed, we would neither care to have it delivered to us in a dull monotone, nor in an affected manner; rather would we demand intelligent interpretation in which each phrase, every word, is given its proper value.

Why then may we not expect more attention to the function, which is also the true beauty, of the printed word?

There are no bodies in South Africa better suited to begin a campaign for well-produced books than our universities. They have a tradition of culture and taste; they are the homes of learning and the potential sources of important books, works on topics social and scientific, educational and artistic; theses and publications of enduring value to student, collector, and ordinary reader. It is not enough that these should be well written: it is equally important that they should be presented to the reading public in a form worthy of their contents.

In the first place, more enterprise in publishing is called for on the part of our universities. Not only should competent authors be sought for and encouraged, but it should be borne in mind how vital a part of publishing is distribution. With better distribution and increased publicity, there must come a wider demand for books that are both beautiful and useful.

But even efficient publishing, sound handling of the printer's product, is not enough. The actual product, the book itself in all its details, must be worthy of the institution from which it comes and worthy of its subject. For a university press, there are two ways of ensuring this. One is to entrust the printing of the work to an adequately equipped firm employing a competent designer and highly skilled craftsmen; the other is to have a university *press* in the complete sense of the word, that is, an organization which not only publishes, but also prints, its own books.

For reasons which will be given later, the author believes that the ultimate aim should be the establishment of such a press, but, as the attainment of this end is likely to be delayed even if there were a widespread demand for it, perhaps it would be as well to consider first what our universities can do at the present time to raise standards of printing in South Africa.

To begin with, they must realize their own responsibility in the matter of placing orders for printed work. It is fatal to adopt the attitude that all printing is alike except in the matter of price, and to hand an important order to the firm sub-

mitting the lowest tender, quite regardless of its ability to print well. It is the duty of the university publisher to demand the best, if for no other reason than to uphold the prestige of the institution he serves, and he should also impress upon his printers the fact that it is no mere commercial order they are about to receive, but something which, honestly carried out, will redound to their credit.

There can be no future for the practice of handing a manuscript, however well edited, to an unqualified or poorly equipped printer and then hoping for the best, or storming and raging when the proofs arrive. If the printer's organization is not capable of planning the work intelligently, then the publisher must either do this himself or make use of the services of a competent designer.

The fact is that there is a certain type of printer, in South Africa as elsewhere, who will go on producing ugly or mediocre work as long as his clients demand nothing better. It is not within the publisher's power to alter this state of affairs in every case, but he can exert a powerful influence by (a) selecting printers who have both vision and enterprise; (b) accepting no printing that is not first class; or (c) laying down detailed specifications and insisting on rigid adherence even to minor points. All these methods demand that the publisher should have good taste, judgment, and knowledge of the processes and canons of fine printing. In the case of (c) for instance, more harm than good would result if the publisher or his designer had warped ideas or did not understand what he was about.

To sum up: books must play their full part in the cultural development of South Africa, but writing them is only the first stage. Having been conceived, they must be presented; once printed, they must be properly advertised and brought to the reader. If a university press were to give a lead and to act as a critical and selective influence on South African printing, much would be gained. Such a challenge could not fail to act as a spur to purely commercial printing and publishing houses. The present system, which so often consists in letting out an order for book printing to the lowest bidder, is a deplorable one and has had deplorable results.

In my opinion, there is a good case for insistence on far higher standards in the printing done for universities in this country. No university worthy of the name would allow its buildings to be designed aimlessly and erected by jerry-builders. The books and pamphlets issued by a university, and even its stationery, are important in that they circulate widely to members of other learned institutions throughout the world. Therefore, the need of exercising care and forethought in their production cannot be overstressed.

In a subsequent article it is hoped to deal with the desirability of a true university press with its own printing plant and high standards of typography, and to outline some of the practical advantages, as well as the ideals which would be served by its establishment.

LIBRARY NOTES AND NEWS

Herschel on Reading. The complete *Address to the subscribers to the Windsor and Eton Public Library and Reading Room*, 29. Jan. 1833, by Sir John F. W. Herschel, from which a passage was quoted by Mr. Pentz in *S.A.L.* 10 (1) 12, July 1942, appears in Herschel's *Essays from the Edinburgh and Quarterly reviews, with addresses and other pieces*. London, Longmans, 1857, p. 1-20. The address is well worth reading as voicing more than 100 years ago arguments still potent for the establishment of (free) public libraries.

The passage referred to is also quoted in *S.A.L.* 2 (1) 26, July 1934, and again by Sir John Lubbock in *The Pleasures of life, Part I*, Macmillan, 1893, p. 73-74, in the essay on "The choice of books".

Technical Library techniques. The *Journal of chemical education* 20: 531-45, Nov. 1943, contains a "Symposium on technical library techniques", comprising the following papers: Library versus

laboratory research; Publications: pitfalls and problems; Abstracting and indexing; Notes on preparing a manuscript for publication; Keeping up with technical books.

World Library. The *Times literary supplement* of 13. May 1944 carries a leader commenting on an article by Mr. Archibald MacLeish, Librarian of Congress, in *The Times* of the previous week on the intellectual needs of liberated Europe. "The most immediately attractive and practicable of Mr. MacLeish's suggestions is an extension of the inter-library loan system. . . . A system of world circulation of essential library materials would have many difficulties to overcome, one of them, as Mr. MacLeish acknowledges, the acceptance by the world's great libraries of the principle that they hold their books as trustees not for the people in their neighbourhood, nor even for the people of their particular countries, but for the entire generation of living men."

SANITARY STATISTICS OF NATIVE SCHOOLS AND HOSPITALS

FLORENCE NIGHTINGALE¹

MISS NIGHTINGALE has published a pamphlet with the title given above. It contains tables and statistics indicating careful and kind researches into the state of colonial schools and hospitals. The pamphlet opens with the following terse remarks :—

"If it is said, on reading this paper, there is nothing in it, I answer that is why I wrote it, because there is nothing in it in order that something might come out of nothing. It is to show that statistics capable of affording complete practical results when wanted, have scarcely made a beginning in the colonies. It is to show that when the Colonial Office, with great labour and no little cost, has collected, and I, with the same, have reduced these materials, they are incapable of giving all the beneficial information expected. The material does not exist, or if it does, it is in a very undeveloped state. Such as it is, I have tried to do the best I could with it. And this is the result.

"Several years ago, before Sir George Grey returned to his government at the Cape, I had a conversation with him on an important subject which had dwelt very much on his mind, viz., the gradual disappearance of the aboriginal races from the neighbourhood of civilized communities. One of the points raised in the discussion was the probable effect which European school usages and school education might exercise on the health of the children of parents and of races who had never hitherto been brought under education.

"It appeared of great importance to ascertain, if possible, the precise influence which school training exercised on the health of native children. And I applied to the Colonial Office for aid in carrying out such an enquiry. The Duke of Newcastle entered warmly into the subject, and offered at once to call for any information which might throw light on it. I had a simple school form prepared and printed, copies of which were sent by the Colonial Office to the Governors of the various colonies.

¹ Extract from *The Natal witness*, 13. November 1863. With acknowledgements to *The Natal witness* for a copy of the article and permission to reprint. Our attention was drawn to the article by Miss Killie Campbell.

Returns² . . . more, I presume the school statistics did not afford the means of supplying the required information.

"I have received, through the Colonial Office, filled up returns from 143 schools—in Ceylon, Australia, Natal, West Coast of Africa, British North America, the results of which are given in the accompanying series of tables."

The talented and benevolent authoress, referring to the statistics of schools and mortality she has collected through the assistance of the Government, who appear to have lent her every facility, says :—

"The general result may be summed up in the following words—Educate by all means, but look carefully at the problem with which you have to deal, and above all things never forget that education everywhere, but more especially with uncivilised tribes, must always include physical training and useful work.

"Besides this statistical enquiry into the condition of schools, I had forms prepared for colonial hospitals into which natives are received for treatment in order to compare the school diseases with those prevailing among the adult population. They were sent to the colonies, also by the great kindness of the Duke of Newcastle. And returns have been received from the following hospitals—Free Town, Sierra Leone, Cape Coast, Natal, Mauritius, Colombo and Marabar, King Williams Town, Kaffraria and from two native hospitals in Canada.

"These returns were applied for as affording the only means of arriving at a knowledge of the prevailing classes of diseases among natives and of the relative mortality from each class. Abstracts of the returns showing the mortality on the admissions for different sexes and ages and the relative per centages of mortality from each disease are appended. Of course the results are to be relied on only so far as they represent the proportions admitted and dead from each disease, taken on numbers often hardly sufficiently large for statistical purposes. On account of

² One line was here cut off in the binding the newspaper.

the smallness of these numbers, I consider the results as only approximations which I give because there is nothing better to be had. The tables do not enable us to ascertain directly the state of health or the rate of mortality of the native population; but they afford us, in an indirect manner, a considerable amount of important information as to the diseases from which natives suffer. The hospital statistics appear to be very much in the same unsatisfactory condition as they are in many of our home hospitals. With these reservations the mortality statistics of these hospitals show a very high death rate upon a number stated.

"Thus in Free Town Hospital the mortality to admission among males is upwards of 20% and among females 18.6% of the admissions.

"At the Civil Office, Port Louis, Mauritius, the mortality is 21.3% for males and 38.8% for females.

"In the Ceylon hospitals it is 20.7% for males and 18.1% for females.

"At Natal the mortality is much lower, being 12.8% for males, and 6.6% for females.

"In Kaffraria the mortality for males and females is 21.8%.

"In the Canadian hospitals it is 12.3% for males and 14% for females."

LIBRARY NOTES AND NEWS

Bulawayo. Public Library. The latest annual report records the inauguration of a scheme, sponsored by the Carnegie Corporation of New York, to provide books of an educational character on loan, free of charge, to students and others throughout the Colony. This is another step towards an entirely free library service. Mr. Niven, the librarian, writes: "There is a bigger story behind it all—the details of struggle and disappointments covering a long period—I completed my 38th year in Bulawayo a few days ago. Not much to show for it perhaps, but at least there now appears to be a sound foundation, and we live in hope." An account of the growth of the Bulawayo Public Library appears elsewhere in this issue.

Soviet Books in Durban. The Durban branch of the S.A. Friends of the Soviet Union has started a lending library at its premises, and the books which are on loan cover a wide variety of subjects dealing with all aspects of life in the Soviet Union. In addition to the lending library, it has a reading room which contains folios of prints on Russian art, files of Soviet newspapers (in English), magazines and bulletins from societies throughout the world which maintain contact with the development of Soviet education, science, medicine, as well as documents of great historical value. Membership consists of paying a deposit of 3s., which entitles the member to borrow a book for 2d. per week or 3d. per fortnight. . . . An appeal is made for suitable books to be added to the Library, to be sent to Friends of the Soviet Union (Durban Branch), 302 Colonial Mutual Buildings, 339 West Street, Durban. (*Forward*, 13. August 1943).

Transvaal Provincial Library Scheme. Preparations are well advanced for the establishment of the first two regional centres at Pretoria, to serve the Pretoria-Nylstroom area, and Witbank, to serve the Witbank-Lydenburg area. This development is hailed with enthusiasm in *Die Volkstem* of 6. March and 23. February, and *Die Vaderland* of 25. April.

Bloemfontein. Public Library. Annual report. Circulation increased by 33,157 (30 per cent), but books purchased increased only slightly (82). The Library was so well stocked with books in the past that there were sufficient books on the shelves to meet most of

the requirements of the many new members (492). . . . In the last two years the circulation increased by 61 per cent. This has been a great strain on the staff, and no progress has been made with the urgent task of completing the subject-catalogue. . . . The increase in circulation in the Children's Library also meant that there was no time for any constructive work in this department, apart from that of distributing books.

Johannesburg. Openbare Biblioteek. Die Biblioteek bou 'n versameling van alle bestaande publikasies in en oor Afrikaans: pamflette, amptelike publikasies, tydskrifte, sowel as boeke in die gewone sin. Die omvang van die versameling is in besonderhede uiteengesit in *Africana aantekeninge en nuus*, 1 (2) 16-18, Mar. 1944. 'n *Lys van boeke in en oor Afrikaans* in hierdie Biblioteek is onlangs uitgegee.

Plattelandse Biblioteke. Op 3 Augustus het Mnr. E. A. Borland, Biblioteekorganiseerder vir Transvaal, die Afrikaanse Kultuurraad in Pretoria toegesprek. Hy het gemeld dat die eerste twee streekbiblioteke in Transvaal in Oktober in werking sal tree. Hy meen dat 1,500,000 boeke nodig sal wees. Met beskikbare fondse kan slegs 7,000 boeke gekoop word, en Mnr. Borland het 'n beroep op die Kultuurraad gedoen om boeke in te samel. Hy stel voor dat elke Afrikaner 2 of 3 boeke aan die skema sal skenk.

Die Kultuurraad het besluit om aan te beveel dat die "boeke vir die platteland beweging" deur die F.A.K. en ander geaffilieerde liggaams ondersteun sal word. Ds. P. J. S. de Klerk het gemeen dat die kerke ook genader behoort te word om die skema te steun. Hulle kan veel doen om geestelike boeke te verskaf. (*Transvaler*, 5 Aug. 1944).

Port Elizabeth. Coloured people want library privileges.

The City Council has rejected, by 16 votes to three, a motion by Dr. Dietrich that, unless the public library committee extends to non-Europeans the same privileges of membership as now enjoyed by Europeans, the council would withdraw its annual grant to the library. Dr. Dietrich, himself a Coloured man, said that Coloured rate-payers' money was used in subsidizing the library, and in asking for the same facilities as Europeans they were only demanding their rights. He quoted the example of Cape Town,

where, he said, arrangements were made for non-Europeans to use the library. Mr. J. S. Neave, opposing the motion, said the Coloured people should start their own library, and every aid possible would be given by the council. Before the vote was taken Dr. Dietrich said that if the motion was rejected he would get up a petition and force the council to take the action he wished. (*The Star*, 28. July 1944).

Salisbury. *Queen Victoria Memorial Library. Annual report.* Membership: 1,277. Subscriptions: £1,473. Issues: 87,404. Each of these is over double the figure for 1939-40. Boxes of books sent to country subscribers numbered 1,681, as against 726 five years ago. Separate accommodation has been provided for the Children's Section. . . . During the coming year it is hoped to establish an Afrikaans Section. . . . The Committee has decided to obtain certain textbooks dealing with agriculture, soil conservation, and other subjects which are likely to be of particular interest to subscribers who are farmers.

South African Public Library. Cape Town. The Library has recently acquired through the generosity of Mr. D. G. McIntyre a collection of books on chess problems. (*Cape times*, 22. June 1944).

U.S. Office of War Information. Library, Johannesburg. (Cf. *S.A.L.* 12 (1) 17, Jul. 1944). The Library was officially opened on 4. July by the United States Minister to the Union, General Thomas A. Holcomb. In the course of his address General Holcomb said: "To help the writers, speakers, scholars and others in the British Commonwealth who are eager to interpret America correctly, these libraries have been established in London and other cities of the Commonwealth. Here, in this small beginning, we present our country through the eyes of our historians, scientists, poets, and teachers. We present our way of life, our ideals, our dreams, and our hopes. These libraries are in no sense propaganda agencies. The material we have brought together for the use of the people here has not been produced for consumption abroad—it has been taken from what had already been written." General Holcomb said the present stocks would be supplemented in accordance with the needs and interests of those using the library.

The following extract is taken from the U.S. Department of State's *Bulletin* for 2. Oct. 1943:—

Besides offering direct information on many subjects, the libraries will consult with special libraries and will assist libraries and organizations within the respective countries in securing for their own use materials about the United States. Significant American books and reports will be brought to the attention of people likely to be interested in using them.

As has been demonstrated in London, hundreds of people in educational and literary fields make use

of the resources of the Library. Writers, speakers, teachers, and scholars in the countries of the British Commonwealth are eager to find available information on the United States and to interpret the United States accurately. These libraries will present them with authoritative sources at a time when, owing to shipping restrictions, there is a great shortage of current material about America abroad.

It is not sufficient, however, to provide libraries where books and other informational material are available to people interested enough to look for them. Skilled assistants, who are familiar with the institutions and resources of the United States and who know how to use efficiently documentary and source material to obtain desired information, are needed to aid people in those countries in their researches, to introduce them to the best sources, and generally to stimulate increased interest in the material on hand.

Each library will be staffed by two librarians from the United States and three associates employed locally.

Ukrainian Libraries. The S.A.L.A. has received from the Soviet Scientists' Anti-Fascist Committee a press telegram conveying a letter from a group of prominent librarians in the Ukraine, reporting the damage done by enemy invasion. Unprecedented progress was made in Ukrainian national culture under Soviet power. In 1941 there were 41,049 scientific, public, and school libraries, containing 70,000,000 volumes. The Government of the Ukrainian S.S.R. had devoted much attention to the publication of Ukrainian books. During the first decade of Soviet power 15,882 books were published, compared with 28,400 during the period 1698 to 1916.

The Germans set fire to the Library of the Kiev State University and burned more than 1,500,000 books, and the Kiev Regional Library was also burned. Of 23 city libraries, 34 district libraries, and 54 rural libraries only one remained. 300,000 volumes of the Poltava Regional Library were taken to the local power station as fuel. The Korolenko Scientific Library, which ranked third in the Soviet Union, and which contained more than 1,500,000 valuable Soviet publications, including many old and valuable pre-Revolutionary works, lost 617,000 of its most valuable books, the remainder being saved by the efforts of the staff.

Altogether about 50,000,000 books were destroyed in the Ukraine. Librarians are now enthusiastically restoring their libraries, and 3 scientific, 17 regional, 687 district and 2,319 rural libraries have already been reopened. The population has collected and presented to the library network hundreds of thousands of volumes.

"No-one even told me what were the right books to read, and the essence of all knowledge is bibliography. To know where to find the truth is often far more important than to have it at one's finger-ends."

From the autobiography of the great linguist, Sir E. Denison Ross, entitled *Both ends of the candle*, (Faber, 1943. p. 36).

CAPE LIBRARIES EXTENSION ASSOCIATION

SECOND ANNUAL REPORT: 1943-1944

Chairman: Mr. D. H. Varley * (3).

Hon. Secretary-Treasurer: Mrs. H. M. Batson * (2).

Members: Professor E. Batson (2), Mr. P. L. Close * (1), Mr. Evelyn Haddon (1), Mr. H'lom (4), Mr. R. F. Immelman * (5,6), Mr. W. G. A. Mears (3), Professor A. H. Murray (5,6), Father Savage (4), and Inspector H. R. Storey (7).

* Members of Executive Committee.

Representing: (1) Rotary Club of Cape Town; (2) Management Committee, Hyman Liberman Institute; (3) South African Public Library; (4) Joint Council of Europeans and Bantu; (5) South African Library Association, Cape Branch; (6) University of Cape Town; (7) Cape Education Department.

Staff: Mr. J.P. Hess; Mrs. K. Manuel; Mr. L.D. Carr; Mr. T. G. van der Byl; Mr. A. C. Galo.

Professional Supervisor: Mr. F. du Plessis.

General

During the year under review the work of the Cape Libraries Extension Association has expanded in every direction. . . . The City Council has increased its grant for 1944 from £200 to £500, and it is understood that the Provincial Administration has sympathetically considered a similar increase. . . .

It is evident that at the present rate of expansion the work of the Association will soon outgrow the resources of a voluntary body. It will then be necessary to ask the City Council to administer as a Municipal service the work done in the Cape Town area, and to ask the Provincial Administration to take over responsibility for areas beyond the Municipal boundaries. The experimental work of the Association has already shown that there is an increasingly articulate demand for reading facilities particularly among the Coloured community of the Cape, and notably among the children. It is, however, essential to meet the demand not through an indiscriminate supply of books, but by means of a professionally-directed library service designed to give guidance and help both to students and to casual readers.

Hyman Liberman Institute Library

During the Association's first two years' work much attention has been paid to the rehabilitation of the library at the Hyman Liberman Institute. The success of this work may be measured by the fact that in the period during which the Association was responsible for re-organization, the active membership of the library increased from 200 to 1,800, while the average monthly circulation of books rose from three or four hundred to 4,000.

Since 1942 the Association has provided £100 for the re-shelving and re-arrangement of the library room, and placed its one full-time librarian in charge of the Institute's library. It has chosen, processed, and put into circulation approximately 3,900 books bought with funds generously provided by the Carnegie Corporation of New York, more than half of which were made available (in terms of the Association's contract) at the Institute's library. In addition it has prepared and put into circulation at the Institute 500 books previously bought from Carnegie Funds, and provided approxi-

mately 580 books, many of them children's books, from its own stocks. Including 500 books presented by the late Sir James Rose-Innes, and the stock already existing at the time of re-opening, the Institute had at the end of the 2-year period a book-stock of more than 6,000, or more than 3 books per registered borrower. . . .

Athlone Library

The library at 3 Disa Court, Q-Town, has continued to give a restricted service to the very large and increasing population of the Cape Flats Housing Schemes and the Added Areas of Wards 12 and 13. The cottage kindly leased rent and light free by the City Council has already proved too small for the rapidly growing demand, and the bookstock of approximately 750 books for 800 borrowers (*less than 1 per borrower*) is quite inadequate for its purpose. . . . The population of this district is estimated at well over 30,000, and the book-stock to be aimed at for the whole area is at least 30,000 and eventually double this figure.

The Association has urged the City Council to make provision for properly designed libraries in their schemes for the development of Q-Town, and as a beginning it is understood that plans have been prepared for a library in the projected Social Centre which will house from 5,000 to 7,500 books, with special provision for children's reading.

During the year the Association was able to employ as paid assistants the two part-time librarians, Messrs. Carr and van der Byl, who had previously acted in a voluntary capacity. The services of these helpers have been much appreciated by the Association. The point has now been reached, however, at which the employment of a full-time librarian has become imperative, to train at the Association's administrative centre and work at Q-Town in the afternoon and evening.

Bloemhof Community Centre

A further development has been the provision of a children's collection at the Bloemhof Community Centre where the services of a librarian on several afternoons a week were made available by the City Housing Department.

Circulating Box Scheme

The Association once again organized a free service of book-boxes to a number of schools and Institutes in Cape Town. . . .

In most centres books have been well read and well cared for. The use of books at the Maitland Cripples' Home was particularly encouraging, no fewer than 1,573 issues being recorded in one six-monthly period.

Langa

As a result of negotiations with City Council and with the Joint Council of Europeans and Bantu, the cottage in Mvumba Street, Langa location, formerly leased to the Joint Council as a reading-room, has been made available to the Association. A small and carefully-selected stock of books has been placed here and the library is in the charge of Mr. A.C. Galo, a native teacher. So far the library has been used by a growing number of

Natives, but the accommodation is far too small to permit lending on any great scale. . . .

Provincial Centres

It was stated in the last Annual Report that a book-stock was being built up for circulation to Provincial centres. During the year 12 such centres were served, viz., Wellington (5); Berg River Mouth; Belville; Sarepta; Somerset West; Vasco; Voëlvlei (Mossel Bay), and Stellenbosch.

Staff

Mr. G. H. Arendse, who was appointed as full-time librarian to the Association and librarian-in-charge at the Liberman library in April 1942, resigned in June 1943. He was succeeded by Mr. E. Adams, and thereafter by Mr. J. P. Hess, the present librarian. Mrs. K. Manuel, formerly part-time assistant at the Institute's library, was responsible for the preparation and exchange of books and maintenance of records at the South African Public Library. Mr. L. D. Carr and Mr. T. G. van der Byl acted as part-time librarians at the Q-Town library and Mr. A. C. Galo at Langa. Miss Ernstzen was in charge of the Bloemhof library. . . .

Adult Education Committee

During the year the Chairman and Mr. R. F. Immanuel gave evidence on behalf of the Association before the Adult Education Committee appointed by the

Minister of Education. In their evidence they stated their belief that there exists an urgent need for adult education facilities, especially with the following objects:

- (i) To enable non-Europeans to continue their education after school, especially in subjects of a practical and civic character;
- (ii) To enable non-Europeans as far as is possible to improve their conditions of living, through increased knowledge; and
- (iii) To enable non-Europeans to benefit more than they are now able to do from the film, newspapers, press, and radio, with which they are increasingly in touch.

Further, they urged that to achieve these and similar aims non-Europeans in both urban and rural areas should be provided with free tax-supported libraries.

In the Corbett Report on Provincial Financial Resources (published in 1944), a noteworthy step towards objectives has been taken. It is estimated that in order to reach the minimum recommended expenditure on the essential tax-supported library services of the Cape Province for Europeans, Asiatics, and Coloureds a sum of £96,400 per annum is required over and above the present Provincial and local expenditure. . . .

(Signed) D. H. VARLEY,
Chairman,

Cape Town
July 1944.

Cape Libraries Extension Association.

KEEP YOUR BOOKS UP TO DATE

Most daily newspapers, many periodicals, trade and technical magazines, when scanned methodically and with an alert eye, will yield any number of clippings that make useful items with which to supplement the information given in the books on your shelves, both Fiction and Non-Fiction. At a time when books are less easy to obtain than they were in peace time, when those that are obtainable have a tendency to become out of date almost by the time they reach this country, and when there is a sharply rising demand for the very latest information on a host of topics, this method of supplementing books with cuttings from the press has distinct advantages. A few examples chosen at random will serve to illustrate the principle:—

(1) Book:

Nevins, Allan. *America in world affairs*. Oxford University Press. 1941.

Cutting added:

"Chile protests", *Cape argus*, 10. October 1942.

Note: This book contains a chapter devoted to the development of relations between the United States and the Latin-American republics. Press reports of the recent incident resulting from Mr. Sumner Welles's speech in Boston have a bearing on this theme and bring its presentation up to date.

(2) Book:

Tagore, Rabindranath. *The Gardener*. Macmillan. 1913.

Cutting added:

"Indian poet and writer". *Cape argus*, 7. August 1941.

Note: Obituary notice and appreciation of T.'s work, with recent portrait.

(3) Book:

Bennett, Arnold. *Imperial palace*. 9. ed. Cassell. 1940.

Cutting added:

"World's most distinguished hotelier dies in London". *S.Afr. hotel review*. July 1941.

Note: The book is dedicated to (Sir) George Reeves-Smith, who is also thought to have inspired the author's portrayal of his chief character. The cutting refers to Sir George's death.

(4) Book:

Horrabin, J. F. *An atlas of Empire*. Gollancz. 1937.

Cuttings added:

Many of the *Cape times'* war maps, bird's eye views, etc., of hitherto semi-unknown places, e.g. Diego Suarez, Madagascar, Port Moresby in New Guinea, Singapore island, etc. In this particular instance clippings make particularly valuable supplements to the book as the maps that illustrate it lack detail.

RICHARD F. ROBINOW.

SALARY SCALES

THE Council of the S.A.L.A. has passed the following resolutions :—

- (1) That the Council send a circular reminding library authorities, including Universities, Colleges, and other Institutions, that the minimum qualification for employment in a library should be matriculation (or its equivalent). (See *Scheme of examinations*, par. 1[iii]).
- (2) That the Council recommend to appointing bodies the payment of the following salaries for persons engaged in full-time professional library work :—

For persons holding a *Diploma* of the South African Library Association (or any equivalent recognized by the South African Library Association) :—

- (a) Librarians in charge of libraries, with a minimum of seven years' library experience : £500 to £1,200 per annum.
- (b) Librarians in charge of libraries, with less than seven years' experience : £400 to £800 per annum.
- (c) Assistant librarians in large library systems : £400 to £800 per annum.

For persons holding *Intermediate* Certificates of the South African Library Association : Minimum salary £350 per annum.

For persons holding *Elementary* Certificates of the South African Library Association : Minimum salary £200 per annum.

For University *Graduates* : Minimum salary £200 per annum.

- 3) That the Council suggests to library authorities that they encourage members of their staffs to qualify in librarianship by offering immediate promotion to the next notch on their salary scales to persons passing stages of the examinations of the South African Library Association.
- (4) That the Council recommends to the Public Service Commission :—
 - (a) that the minimum qualification for all persons to enter the service in departmental libraries shall be matriculation. (See *Scheme of examinations*, par. 1[iii]) ;
 - (b) that all persons engaged in library work in departmental libraries be encouraged to qualify themselves in librarianship ;

- (c) that the Commission considers the necessity of placing all persons qualified in librarianship on a professional scale in accordance with their qualifications and length of service.

STATE LIBRARY, PRETORIA

Schedule to take effect from 1. August 1944

Scale no. 1. (Up to and including Elementary Certificate of the S.A.L.A.).

£144 x 12 – 180 x 15 – 240.

Assistants must pass the Elementary Examination of the S.A.L.A. before proceeding beyond £180 a year. On passing the Elementary Examination assistants will be advanced one year on this scale. Assistants will be advanced to Scale no. 2 on passing the Intermediate Examination of the S.A.L.A.

Scale no. 2. (Intermediate Certificate of the S.A.L.A.).

£260 x 20 – 360.

Assistants, on gaining the Diploma of the S.A.L.A., will be advanced to Scale no. 3.

Scale no. 3. (Diploma of the S.A.L.A.).

£380 x 25 – 480.

Scale no. 4. (Chief Assistants).

£475 x 25 – 600.

- (1) An allowance of £40 per annum on all scales will be added to the substantive salaries of possessors of University Degrees.
- (2) Where advances are effected through passing of examinations the date of such promotion shall be as from the first of the month immediately following the examination.

UNIVERSITY OF THE WITWATERSRAND LIBRARY

Scale to take effect from 1. April 1944

- (i) Deputy Librarian £600 x 25 – 725.
- (ii) Assistant Librarians £450 x 25 – 575.
- (iii) Grade I Assistants £325 x 25 – 425.

To qualify for promotion to the grade of Assistant Librarian, Grade I Assistants must have the Diploma of the S.A.L.A. (or any approved equivalent qualification).

- (iv) Grade II Assistants £200 x 25 – 300.

Annual increments to be subject to a satisfactory report from the Librarian. To qualify for promotion to Grade I Assistant, Grade II Assistants must have the Intermediate Certificate of the S.A.L.A.

NATAL LIBRARY ADVISORY COMMITTEE

THE following letter dated 5. July 1944 has been received by the Hon. Secretary of the South African Library Association from the Provincial Secretary of Natal :—

Sir,

I have to inform you that the Executive Committee of this Province has resolved that a Library Advisory Committee be now appointed as recommended in the Report of the Inter-departmental Committee on the Libraries of the Union of South Africa.

In this connexion it would be appreciated if you could nominate a representative on behalf of the South African Library Association.

VACANT POSITIONS IN PUBLIC LIBRARIES

MEMBERS of the Library Profession who desire to improve their positions are advised to communicate with the Hon. Secretary of the South African Library Association.

Only the following information should be provided :—

Full name ; residential address.

Name of library in which applicant is at present employed. Position now held.

Whether bilingual.

Details of academic and professional qualifications.

Short summary of library experience.

Names of persons to whom reference as to character and ability may be made.

Type of position desired. Salary required. Locality preferred.

All information provided will be treated as confidential. Do not send certificates or testimonials.

Library Committees and persons in charge of libraries are advised to inform the Hon. Secretary of positions falling vacant. A list of such positions will be made available to members of the South African Library Association on request. Kindly send stamped addressed envelope.

P.O. Box 857
Pretoria

E. A. BORLAND,
Hon. Secretary.

EXAMINATION RESULTS, JULY 1944

List of Passes

ELEMENTARY EXAMINATION

English Literary History—Grade A

17 candidates entered, 14 passed

Barnat, Elsie, Johannesburg P.L.
Douglas, Doreen Anne, State Library
Galgut, Minnie, State Library
Gordon, Rose, Johannesburg P.L.
Gordon, Rosalind Pearl, Johannesburg P.L.
Grupel, Cynthia, State Library
Hauser, Lily Cynthia, No Library
Kletz, Pera, Johannesburg P.L.
Levin, Flora, Johannesburg P.L.
Preiss, Thelma, State Library
Rabinowitz, Laura, Johannesburg P.L.
Roodt, Stella, Johannesburg P.L.
Sender, Fanny, Wit. Univ. Library
Whitaker, Joscelyne, Johannesburg P.L.

English Literary History—Grade B

3 candidates entered, 1 passed

Fourie, Dorothy, Germiston P.L.

Afrikaans Literature—Grade A

1 candidate entered and passed

Hölscher, Catherina Anna, Germiston P.L.

Afrikaans Literature—Grade B

11 candidates entered, 9 passed

Barnat, Elsie, Johannesburg P.L.
Brass, Grace, Johannesburg P.L.
Bryant, Helen Mary, State Library
Gordon, Rosalind Pearl, Johannesburg P.L.
Grupel, Cynthia, State Library
Kichenside, Patricia B. M., Durban P.L.
Kietzman, Kathleen Mary, Johannesburg P.L.
Preiss, Thelma, State Library
Shmuelson, Carnel Deborah, Johannesburg P.L.

Cataloguing, Classification, and Routine

34 candidates entered, 30 passed

Ball, Margaret, Port Elizabeth P.L.
Barker, Helen, Rhodes University College
Barnard, Martha, Germiston P.L.
Colepeper, Patricia Elleston, Durban P.L.
Collis, Stephanie, Durban P.L.
Craggs, Pamela F., State Library
Cross, Marjorie, State Library
De Vos, Maria Debora H., State Library
De Wet, Daneela Petronella, Krugersdorp P.L.
De Wet, Engela Catharina, Johannesburg P.L.
Du Plessis, Catherina Johanna, Dept. of Comm. L.

Fourie, Dorothy, Germiston P.L.
 Galgut, Minnie, State Library
 Gebhardt, Lisa, Windhoek P.L.
 Harvey, Valerie Joy, No Library
 Hutton, Sylvia Grace, Port Elizabeth P.L.
 Jarvis, Oonagh Welby, Johannesburg P.L.
 Keeley, Moyra Theresa, Germiston P.L.
 Kirby, Lydia Lucy, Durban P.L.
 Mather, Katherine, Durban P.L.
 Mazur, Rachel Fanny, Krugersdorp P.L.
 Peterson, Catrina Margaret, Rhodes Univ. Coll.
 Pike, Jean Evelyn, Port Elizabeth P.L.
 Redgment, Marjorie, Rhodes Univ. College
 Rode, Katharina D. H., Dept. of Agriculture Libr.
 Smith, Eileen, Rhodes University College
 Turner, Dulcie May, No Library
 Van der Linde, E. A., Bloemfontein P.L.
 Van Rooyen, Stephanie M., Kimberley P.L.
 Warren, Agnes E. B., State Library

WHOLE ELEMENTARY EXAMINATION

The following have now qualified for the whole
 Elementary Certificate (second class) :—

Bryant, H. M., State Library
 Craggs, P. M., State Library
 Fourie, D., Germiston P.L.
 Grupel, C., State Library
 Joubert, A. L., State Library
 Kichenside, P. B. M., Durban P.L.
 Kietzman, K. M., Johannesburg P.L.
 Preiss, T., State Library
 Roodt, S., Johannesburg P.L.
 Stein, E. B., Johannesburg P.L.
 Whitaker, J., Johannesburg P.L.

INTERMEDIATE EXAMINATION

Classification

7 candidates entered, 3 passed

De Coninck, Colette O., Wit. Univ. Library
 Dougherty, Gladys Jean, Wit. Univ. Library
 Sinclair, Elsa McNeil, Johannesburg P.L.

Cataloguing

13 candidates entered, 7 passed

Aremband, Esther, Johannesburg P.L.
 Cabeke, Pauline, Wit. Univ. Library

Dix, Mary, Boksburg P.L.
 Fincham, Pamela Audrey, State Library
 Gonski, Janina, Johannesburg P.L.
 Sandig, Freda Yettah, Johannesburg P.L.
 Te Groen, Julia Christine, State Library

WHOLE INTERMEDIATE EXAMINATION

The following have now qualified for the
 Intermediate Certificate (second class):—

Cabeke, P. Witwatersrand Univ. Library
 Dix, M., Boksburg P.L.
 Sinclair, E. M., Johannesburg P.L.

FINAL EXAMINATION

Bibliography and Book Selection

2 candidates entered, 1 passed

Merrington, Cynthia, Johannesburg P.L.

Advanced Library Administration

4 candidates entered, 3 passed

Miles, Charlotte, Johannesburg P.L.
 Percival, Lorna, State Library
 Scott, Doreen M., State Library

GERMAN LANGUAGE TEST

4 candidates entered and passed

Friedgut, Fay Gayle, Johannesburg P.L.
 Isaacson, Pauline H., Johannesburg P.L.
 Jackson, Iris May, Johannesburg P.L.
 Rabinowitz, Annette, Johannesburg P.L.

(BRITISH) LIBRARY ASSOCIATION

Examination Passes, December 1943

INTERMEDIATE

Part 1. Classification

Mrs. E. M. Sinclair, Johannesburg P.L.

FINAL

Part 3. Library Administration

Miss M. W. Whiteley, S.A.P.L., Cape Town
 (now Johannesburg P.L.)

PROFESSOR REID

PROFESSOR ALEXANDER REID, former principal of the Natal Training College, died at his home at 391 Loop Street, Maritzburg, on Saturday afternoon, after a long illness.

Professor Reid, who was a native of Fintray, Aberdeenshire, was 61 years of age. He obtained his M.A. and B.Sc. degrees at Aberdeen University and came to Natal as Vice-Principal of the Government Training College at Maritzburg in 1913. He was made principal in 1922 and an associate Professor of Education at the Natal University College from 1924. He retired at the end of 1942.

Professor Reid had a great love for books and knowledge of libraries and library organization, and was for some time President of the Natal Society Library. He was recently appointed a member of the Council of the Natal Museum.

He was an attached member and elder of the Presbyterian Church.

He is survived by his wife and one son, John Reid, now in training with the S.A.A.F.

In the late Professor Alexander Reid the community has lost a citizen of the finest type and his personal friends a man in whom they recognized one of the choicest spirits with whom it had fallen to them to be brought in contact.

Reid's official work was done at the Training College, of which for 20 years he was principal. Methodicalness, thoroughness and conscientiousness were the keynotes of his teaching—as, indeed, of everything he undertook—and these were the qualities which he sought to inculcate in the many hundreds of students who passed through his hands and whose respect and affection he won and kept.

Though a scientist, on the whole, by education, he was equally interested in literature and art. He was, indeed, a humanist of the best type. The range of his knowledge, often of a "curious" kind, was amazing, and there were few subjects

on which he could not talk with interest and instruction.

The catholicity of his tastes was reflected in his choice and representative library, and his care of books must have been an object lesson to many who borrowed from it. To Reid a good book was a precious thing to be handled with becoming respect. As a book-lover and discriminating book collector, he had an extensive knowledge of libraries in several countries, and many school libraries throughout the Province, as well as that of the Natal Society, had the benefit of his advice and practical help.

For many Scottish students the path to the University is traditionally hard, and the conviction forced upon Reid at an early age that "life is real, life is earnest", left its marks on the man and made him what he was. Of him, as is recorded in Pliny, of *Natural history* fame, it might have been said that "he considered all time lost that was not spent in study". Reading, supplemented by gardening, provided his recreation. For Reid living was learning, and learning was co-extensive with life.

But the man himself was greater than the sum total of his specific qualities, and it was perhaps only to his inner circle—he never sought the limelight—that the full man was revealed: modest, courteous, a genial and entertaining companion, and, above all, transparently honest and sincere. He was pre-eminently an *anima candida*—"a white soul". It was impossible to associate him with anything mean or underhand.

As we go through life we occasionally encounter a personality which strikes us as somehow different from anything we have met before and different from anything we expect to meet in future. Nature, it is said, sometimes "breaks the mould". We think it very probable that she broke the one in which she cast "Sandy" Reid. We doubt if we shall look upon his like again.

(*Natal witness*, 12. July 1944).

SOUTH AFRICAN LIBRARY ASSOCIATION DECEMBER EXAMINATIONS 1944

The Examinations will begin on Monday, 4. December 1944.

SCHOOL AND CHILDREN'S LIBRARY SECTION

South African Library Association, Transvaal Branch

Vol. 5

October 1944

No. 2

THE PRINCIPAL AND THE SCHOOL LIBRARY

B. NORTHLING SWEMMER, F.R.S.A.

Principal, E. P. Baumann School

... I HAVE only one object in view, and that is to contribute a very modest share to the advancement of library services in the schools. . . . I have accordingly a few remarks to make in general, and then to refresh your minds on what you know and how to assist in promoting the wise reading of worth-while books.

It does not fall within the purview of this short paper to discuss the reading of the "Buffalo Bills" of to-day ; e.g. *Superman*, *Amazing stories*, and the like. I know that we are all agreed upon the need of helping young people to create for themselves good taste in literature and all that literature means to an enlightened people.

May I then refer you to a few facts I discussed in a previous talk I had the honour to give you on library services in Russia.

In 1937, twenty years after the Revolution, the Library of Lenin in Moscow had catalogued five and a half million books ; each school which I visited in the city contained some fourteen thousand books ; and Moscow had four bookshops teeming with children and stocking only books for children. I am not trying to be in the fashion in praising Russia, but wish rather to point out that a country which had not the start we enjoyed has forged farther ahead than we, Great Britain, or the other Dominions have done.

To me it is a heart-breaking fact that a country of 190 million illiterate people not only broke their backs to manufacture munitions, but that Russia should have succeeded in printing, distributing, and selling more than a billion books of merit, in less than twenty years, by importing printing presses from the rest of the world, when we have done so little.

In Spain, which is alleged to be a backward country, you can in most cities, go to a lamp-post open a small door in the pediment, help yourself

¹ Paper read before a meeting of the School and Children's Library Section of the S. Transvaal Branch of the S.A.L.A. at the Johannesburg Public Library, on 21. June 1944.

to a book, read it, and replace it in another lamp-post.

You will, therefore, appreciate how ashamed I felt and grieved beyond words when I saw, in the first instance, the figures contained in the survey of school libraries in our province ; and, in the second instance, thought and considered what the Johannesburg Public Library representatives had found when they visited our schools. I am proud of my humble association with the schools of the city ; but when this truth was discovered, but *not* exposed, I felt very low indeed. Can I hope to touch you as deeply, not by revealing the figures and lack of facilities, nor by stressing the attitude of my colleagues, past and present, but, rather more helpfully, by suggesting a change of mind, if I may venture to say so, and our mutual co-operation in dispensing with the present trouble ?

I had the honour to be Chairman of the Committee created by the [Transvaal Education] Department, to draw up a list of books suitable for Primary and High Schools. These lists were sent to schools and can still be consulted with much and enduring profit. The Committee did its work well and I commend you to study their list.²

Then again, I wish to refresh your minds (a) that on the £ for £ principle you can buy books, calculating the amount available by remembering that 2s. is allocated by the Transvaal Education Department per pupil in the school ; and (b) where the school is unable to raise any money, the Department will make the following free money grants :—

- 4s. per pupil in a school of less than 50 children ;
- 3s. per pupil in a school of 50 to 99 scholars ;
- 2s. per pupil in a school of 100 to 199 scholars ;
- 1s. 6d. per pupil in a school of 200 to 299 scholars ;
- 1s. per pupil in a school of 300 or more scholars.

² Transvaal. Education Department. Departmental circular (special). V. 3, no. 10, April 1937 : List of suggested school library books.

The Department will pay half the cost of cupboards or shelving bought to store the books.

What is needed is for principals to make use of these services. And then, what an amazing service is granted by the Johannesburg Municipality: free books, free repairs, and free binding, the pooling of the books, their distribution, and the exchange of sets of books as they become familiar to the scholars.

Besides this signal work, the Librarian of the Johannesburg Public Library will personally advise principals and their staffs on how to create a school library; will assist with his expert knowledge on how to conduct a library; will help in the choice of books; and will give information with regard to cataloguing and the issue of books to borrowers; in short, do all that is possible to ensure that a school library shall function successfully and happily.

Our apathy and complacency have robbed our scholars of riches beyond human computation. Books are surely the keys to happiness; they unlock handsome mansions of learning, palaces of entertainment, music chambers of poetry, song, and laughter, workshops and laboratories for those who would enter but who need adult guidance.

The teacher-librarian needs encouragement. The teachers are enthusiastic, but the principals must write out the cheques, or ask for the money, grant the facilities, and take an abiding interest in the school library. They must help the teacher-librarian to encourage other members of the staff and the scholars, and so in time guide every child to find the road to the municipal or other libraries in his city or town, and eventually incline him to buy his own books, and so create a personal library of enduring profit and pleasure.

The principal will help best of all when he introduces library periods into the school time-table, thus giving all pupils an opportunity of changing books and of reading journals and magazines in the library itself. Principals must endeavour to integrate the library as part of the school equipment, and where possible permit the teacher-librarian time during school hours to do administration and to supervise the scholars in the choosing of their books. One period should be set aside for the librarian to discover the needs of the teaching

staff and to issue to them reference books or pictures when they are required.

I am assuming that most schools will at least have an increasing picture collection. Such a collection should, of course, be stored in a suitable cabinet. The Children's Librarian of the Johannesburg Public Library will give advice on the purchase or construction of such a cabinet.

Before concluding, I should like to stress the following points:—

(a) Without active co-operation and encouragement from their principals, teachers, however enthusiastic, can do little or nothing to further library work in schools.

(b) The library should be made an integral part of the school routine and periods in the library, during school hours, should be the rule rather than the exception.

(c) Full use should be made of Departmental grants to cover expenses.

(d) The Public Library and its staff will be found an inexhaustible source of information, advice, and assistance in every problem confronting teacher-librarians. The library staff is above all anxious to co-operate with schools in every possible way, and no teacher who appeals to the library for help will be sent away without benefit.

(e) The School and Children's Library Section was evolved chiefly to combine forces, and the Committee welcomes any questions or suggestions concerning the work entailed.

PERIODICALS TO WHICH THE E. P. BAUMANN SCHOOL SUBSCRIBES

1. Careers' guide
2. S.A. libraries
3. Library association record
4. Sight and sound
5. Child education
6. National geographic magazine
7. Reader's digest
8. Pictorial education
9. John o' London
10. Sunny stories
11. Children's newspaper
12. Club boy
13. Our animal magazine
14. Meccano magazine
15. Libertas
16. Die Jongspan
17. Children's page, Christian science monitor
18. Round table

Training in the Use of Libraries as Part of the School Curriculum. An instructive article on this subject appears in *The School library review*, v. 3, no. 8, Summer Term, 1943. While the bulk of our literature on this topic hails from America, a survey of British developments is particularly welcome. Four types of library period are described: Instruc-

tion in the working and contents of the library; Browsing or independent reading; Research or private study; Book lore, comprising "reading from some of the great classics", and an effort "to give some glimpses into the history of real scholarship". Extensive references to articles and books on the subject are given.

THE PROFESSION OF LIBRARIANSHIP

Miss P. M. SPEIGHT

(Concluded)

To keep abreast of this gradually expanding conception of a library's functions, and of the duties of librarians, elaborate training schemes and examination syllabuses have had to be devised. In England, summer training schools were inaugurated in the 1880's, and correspondence courses, run first by the Library Association and latterly by the Association of Assistant Librarians, were started in 1904. The London School of Librarianship was founded just after the last war—the first whole-time, intensive training offered to British librarians. In America, development has consistently been along the line of library schools, and the usual pattern for a librarian is probably experience as a part-time assistant during the high-school period, then a university course leading to a degree, then a year in library school (two years, I believe, in some schools) then appointment to a post in a library. The field of choice is, of course, so wide in the U.S.A. that many librarians decide during their training period to specialize in some particular branch, such as work with children, or cataloguing. But to revert to the English scene, to which we in South Africa are most closely allied. Possibly the fact that the average British librarian has always had to get his professional training as a spare-time activity during his early working years has led to a most tremendous output of textbooks on every conceivable aspect of library science. The required reading for the syllabuses of either the British or the South African professional examinations appals all but the most stout-hearted, and leaves the aspiring librarian no time to read either the literary classics of the past, or the cream of present-day publications: reading which should be regarded as essential for anyone desirous of becoming a librarian in an ordinary public library. It is to be hoped that in the new syllabus which the South African Library Association is about to produce this will be borne in mind, and that a certain number of "books of power" will be substituted for textbooks.

I have spoken at some length on the historical side of public library development, because I do not think that one can begin to consider the profession of librarianship without knowing something of the evolution of the "library idea". In

South Africa we have a lot of leeway to make up before we shall be able to claim that our whole library position is as good as the best examples overseas. But there are signs that this development is coming, and as it comes there will be a great need for trained librarians. In fact, that need exists already. What does the profession offer? Well, I must make it clear that you cannot hope to get rich in it; conditions are comparable to those in the teaching profession, and promise a fair living wage rather than affluence. But, also like teaching, librarianship should be a vocation. To those with the necessary qualities of mind and spirit it offers a life of endless variety and charm. You are dealing with people—and don't think of becoming a librarian unless you like the human race—and with books; you constantly enlarge the boundaries of your own mental horizon; you have the satisfaction of knowing that you are doing work of primary importance in a democratic community. There are, of course, repetitive tasks and daily routines that may gall the free spirit, but I think that the compensations outweigh them.

You will naturally want to know how to set about becoming a librarian. At present, the only training school in the country is at the University of Cape Town, which offers a one-year post-graduate course, or a two year course for non-graduates, who must take three university courses concurrently. For further details you should apply to the University. Those who cannot go to Cape Town study for the examinations of the South African Library Association while they are working as assistants in a library. The educational qualification required as a preliminary for these examinations is matriculation or its equivalent, but the trend in the larger libraries is to divide their staffs into two classes, professional and clerical, and to require a university degree from those who wish to become professional librarians. This library enrolls a limited number of student assistants every year, that is, university undergraduates who attend classes in librarianship at the library during their time at the University, and are given paid vacation work for at least two months a year. It means that by the time they graduate, they should have passed the Intermediate library examinations, and can enter the profession not quite

at the bottom. I should be very glad to give further particulars of conditions and subjects of study to anyone who requires them. The South African Library Association assists in the training of librarians by organizing correspondence courses and by lending textbooks free of charge. I do not

want to enlarge on the scope of the examinations as the Syllabus is now undergoing extensive revision; but at present it takes students from three to five years to obtain the diploma. It is possible that the revised course will reduce the time, at least for those who start as graduates.

LYS VAN DIEREBOEKE

(*Vervolg van bl. 23*)

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